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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.2.4. Describe mathematical relationships and situations involving computation of whole numbers (addition, subtraction, multiplication and division) using words, symbols, open number sentences and equations, e.g., 56 + ∆ = 100 and 3 x 5 = 9 + 6. (includes TMM Today’s Number)  2.1.1.    Locate, label, compare and order whole numbers up to 10,000 using place value models, number lines and number patterns (including multiples of 100 and 1,000).  2.1.2.    Identify the number that is 100 and 1,000 more or less than a given number up to 10,000 using place value models, pictures and number lines.  2.1.3.    Round three- and four-digit numbers to the nearest hundred and thousand using place value models, number lines and number patterns.  2.2.12.    .Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models.(Includes TMM Today’s Number)  2.2.13.    Create and solve addition and subtraction word problems by using place value patterns and algebraic properties (commutative and associative for addition).  2.2.14.    Solve problems involving the multiplication and division of two- and three-digit numbers by one digit (2, 3, 4, 5 or 10) with models, arrays and pictures of sets.  2.2.15.    Determine when an estimate for a problem involving two- and three-digit numbers is appropriate or when an exact answer is needed.  2.2.16.    Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00.  2.2.17.    Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three-digit numbers.  **Ten Minute Math ONLY**  1.3.5.    Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2)(Today’s Number)  2.2.18.    Determine and compare the value of sets of coins and write the values using decimal notation, e.g., two quarters = 50 cents or $0.50 (50 of 100 cents in a dollar) and is less than two quarters, two dimes and a nickel or $0.75.(Today’s Number)  2.2.19. Determine, compare and write the value of money amounts up to $100.00 and identify equivalent ways to represent a given amount of money, including combinations of pennies, nickels, dimes, quarters and half dollars, e.g., $0.25 can be five nickels, two dimes and one nickel or one quarter.(Today’s Number)  3.3.7. Use calendar and clocks to plan and sequence events and identify events and times as occurring in the a.m. and p.m.(What Time is it?)  3.3.8.    Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks.(What Time is it?) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |